MATHEMATICS Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Number Place Value			
KS 2 Y3	Number Place Value	[KEY] Count from 0 in multiples of 4, 8, 50 and 100.	*I can count from 0 in steps of 4, 8, 50 and 100.*	*I can count confidently from 0 in steps of 4, 8, 50 and 100.*
KS 2 Y3	Number Place Value	[KEY] Find 10 or 100 more or less than a given number.	*I can find 10 or 100 more or less than a given number.*	*I can find 10 or 100 more or less than a given number when working with money or measures.*
KS 2 Y3	Number Place Value	[KEY] Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). .	*I know what each digit means in three-digit numbers such as 204.*	*I know what each digit means in three-digit numbers such as 204 and I can use this to solve mental calculations.*
KS 2 Y3	Number Place Value	Compare and order numbers up to 1000.	*I can compare and order numbers up to 1000.*	*I can compare and order numbers up to 1000 and apply this to real-life situations.*
KS 2 Y3	Number Place Value	Identify, represent and estimate numbers using different representations.	*I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).*	*I can identify, estimate and calculate numbers in different units such as length (mm and m) and weight (g and kg).*
KS 2 Y3	Number Place Value	Read and write numbers up to 1000 in numerals and in words.	*I read and write numbers up to 1000 in numerals and in words.*	*I read and write numbers up to 1000, including decimal values, in numerals and in words.*
KS 2 Y3	Number Place Value	[KEY] Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	*I can solve number problems, working with numbers up to 1000 and in different units of measurement.*	*I can solve more complex number problems, working with numbers up to 1000 and in different units of measurement.*
KS 2 Y3	Addition Subtraction			
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and ones.	*I can add and subtract numbers in my head, including questions such as 432 - 7.*	*I can rapidly add and subtract numbers in my head, including questions such as 762 - 7.*
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and tens.	*I can add and subtract numbers in my head, including questions such as 432 - 70.*	*I can add and subtract numbers in my head, including questions such as 402 - 70 rapidly.*
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and hundreds.	*I can add and subtract numbers in my head, including questions such as 432 - 300.*	*I can add and subtract numbers in my head, including questions such as 732 - 300 in different contexts.*
KS 2 Y3	Addition Subtraction	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	*I can use written methods to add or subtract two three-digit numbers.*	*I can use written methods to add or subtract two three-digit numbers independently.*
KS 2 Y3	Addition	Estimate the answer to a calculation and use inverse operations to check answers.	*I can estimate the answer to a question before I work it out and then use inverse operations to check the*	*I can accurately estimate the answer to a question before I work it out and then use inverse operations*

	Subtraction		*answer when I have finished.*	*to check the answer when I have finished.*
KS 2 Y3	Addition Subtraction	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	*I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.*	*I solve harder problems such as missing numbers using my knowledge of number facts and methods of addition and subtraction.*
KS 2 Y3	Multiplication Division			
KS 2 Y3	Multiplication Division	[KEY] Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	*I know my 3, 4 and 8 times tables.*	*I can use my 3, 4 and 8 times tables quickly to solve problems.*
KS 2 Y3	Multiplication Division	[KEY] Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	*I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*	*I can answer a range of problems involving multiplication and division.*
KS 2 Y3	Multiplication Division	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	*I can solve more complex problems and missing number questions involving multiplication and division.*	*I can solve more complex problems and missing number questions involving multiplication and division and begin to identify rules and patterns.*
KS 2 Y3	Fractions			
KS 2 Y3	Fractions	[KEY] Count up and down in tenths.	*I can count up and down in tenths.*	*I can quickly count up and down in tenths in different contexts.*
KS 2 Y3	Fractions	[KEY] Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.	*I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.*	*I can calculate and solve problems involving tenths.*
KS 2 Y3	Fractions	[KEY] Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	*I can find a fraction (such as 2/5 or 3/4) of a set of objects.*	*I can find a fraction (such as 2/7 or 3/8) of amounts and use this in other subjects.*
KS 2 Y3	Fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	*I know how to find fractions of a number or shape - such as 3/5 ,1/4 or 4/6.*	*I know how to find fractions of a number or shape - such as 3/8, 1/7 or 4/12 and use this to solve problems.*
KS 2 Y3	Fractions	[KEY] Recognise and show, using diagrams, equivalent fractions with small denominators.	*I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.*	*I can show and compare many different fractions that mean the same.*
KS 2 Y3	Fractions	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].	*I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].*	*I can add and subtract fractions with the same denominator [for example, 5/12 + 1/12 = 6/12] and use this in practically in other subjects.*
KS 2 Y3	Fractions	Compare and order unit fractions, and fractions with the same	*I can compare and order unit fractions, and fractions*	*I can compare and order unit fractions, and fractions*

		denominators.	*with the same denominators.*	*with the same denominators saying which is largest or smallest.*
KS 2 Y3	Fractions	Solve problems that involve my understanding of fractions.	*I solve problems that finding, ordering or comparing fractions.*	*I solve more difficult problems that finding, ordering or comparing fractions.*
KS 2 Y3	Measurement			
KS 2 Y3	Measurement	[KEY] Measure, compare, add and subtract: lengths (m, cm, mm); mass (kg, g); volume, capacity (l, ml).	*I can measure and compare in these units: lengths (m, cm, mm), weight (kg, g) and capacity (l, ml).*	*I can measure and compare in these units: lengths (m, cm, mm); weight (kg, g) and capacity (l, ml) and use this to solve practical problems.*
KS 2 Y3	Measurement	Measure the perimeter of simple 2-D shapes. .	*I can measure the perimeter of a 2-D shape such as a square or triangle.*	*I can measure the perimeter of larger scale 2-D shapes using the correct units of measurements.*
KS 2 Y3	Measurement	[KEY] Add and subtract amounts of money to give change, using both £ and p in practical contexts.	*I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*	*I can work on more difficult money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*
KS 2 Y3	Measurement	[KEY] Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.*	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks and use this to solve problems.*
KS 2 Y3	Measurement	Estimate and read time with increasing accuracy to the nearest minute.	*I can tell the time accurately to the nearest minute.*	*I can tell the time accurately without help to the nearest minute and use this to measure real-life events.*
KS 2 Y3	Measurement	Record and compare time in terms of seconds, minutes and hours.	*I can measure and record time passing in seconds, minutes and hours.*	*I can record, compare and order time passing in seconds, minutes and hours.*
KS 2 Y3	Measurement	Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	*I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.*	*I know and use vocabulary such as o'clock, a.m, p.m., morning, afternoon, noon and midnight in different subjects.*
KS 2 Y3	Measurement	Know the number of seconds in a minute and the number of days in each month, year and leap year.	*I know the number of seconds in a minute and the number of days in each month, year and leap year.*	*I know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or how many minutes it is until an event*
KS 2 Y3	Measurement	Compare durations of events [for example to calculate the time taken by particular events or tasks].	*I can calculate how long an event or task took to complete.*	*I can calculate how long real-life events lasted [for example in science] or task took to complete.*
KS 2 Y3	Shape			
KS 2 Y3	Shape	Draw 2-D shapes and make 3-D shapes using modelling materials.	*I draw 2-D shapes and make 3-D shapes using modelling materials.*	*I draw 2-D shapes and make 3-D shapes using modelling materials by identifying the 2-D shapes needed.*
KS 2 Y3	Shape	Recognise 3-D shapes in different orientations and describe them.	*I recognise and can describe 3-D shapes even when*	*I recognise 3-D shapes that make up larger objects*

			they have been turned about in different ways.	*when they have been turned around and describe them using mathematical language.*
KS 2 Y3	Shape	Recognise angles as a property of shape or a description of a turn.	*I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.*	*I know an angle is used to measure how far something turns and say whether it is more or less than a quarter or half turn. An angle is also the point in a 2-D shape.*
KS 2 Y3	Shape	[KEY] Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	*I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.*	*I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn and can use this to solve problems*
KS 2 Y3	Shape	[KEY] Identify whether angles are greater than or less than a right angle.	*I can tell whether an angle is greater than or less than a right angle.*	*I can tell whether an angle is greater than or less than a right angle, and can order them from smallest to largest.*
KS 2 Y3	Shape	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	*I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.*	*I can find all of the horizontal or vertical and parallel lines in a 2-D regular shape or a complex pattern.*
KS 2 Y3	Statistics			
KS 2 Y3	Statistics	[KEY] Interpret and present data using bar charts, pictograms and tables.	*I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.*	*I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables in different subject areas.*
KS 2 Y3	Statistics	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	*I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.*	*I can answer more complex two-step problems from reading information in bar charts, pictograms and tables.*